




# Eat Smart Be Smart


## MyPlate for Montana Kids

 **Grade Level:** Fourth      **Lesson Time:** 1 50-Minute Lesson

 **Integrated Core Subjects:** Reading and Health Enhancement

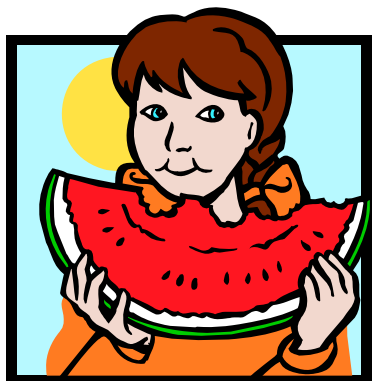
 **Montana Content Standard:** Reading 1: Students construct meaning as they comprehend, interpret, and respond to what they read. Reading 4: Students select, read, and respond to print and non-print materials for a variety of purposes.

 **Montana Content Standard:** Health Enhancement 1 & 7: Students have a basic knowledge and understanding of concepts that promote comprehensive health; students demonstrate health-enhancing behaviors.

 **Objectives:** The students will identify the food groups that make up MyPlate and recognize that they need to eat more servings from some food groups than others; list foods that belong in the five food groups and identify ones that are grown in Montana; define and recognize the serving size for foods from each food group; understand the importance of increasing fruits and vegetables intake and setting a goal and plan to try a new fruit or vegetable.

**Lesson/Activity:** This activity is designed as a group activity to allow students to work together.

1. During this lesson, students will review MyPlate and focus on two concepts: 1) that they need to eat more servings from some food groups than others, and 2) defining what a serving size is for foods in each food group.
2. Review the MyPlate: Recommended Servings hand out with the kids. Many children, but especially boys, may need additional servings depending on their physical activity level. Using the Serving Sizes in Your Hand handout, review common serving sizes with the children. Show a food picture along with the hand signal for the serving size. For example, have the children demonstrate one cup by making a fist and then show them a food picture of 1 cup of lettuce or a school lunch milk carton.
3. Divide the students into five different groups, one for each food group. Distribute a copy of the MyPlate blank handout to each group.
4. Ask the students to work together to answer the questions and complete the tasks for each food group and create a poster using the MyPlate work sheet. The students will report back to the class as a group at the end of the assignment. The questions or tasks they need to complete to develop the poster are listed on the next page.



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### Materials Needed

- Magazines or newspaper ads to cut out food pictures
- A copy of MyPlate: Recommended Servings
- Common measuring units 1/2 cup, 1 cup, 1 teaspoon
- Copy of the MyPlate blank work sheet for each group of students
- A copy of the Steps to a Healthier You work sheet for each student
- Teacher references: Serving Sizes are in Your Hand handouts; reference Web site: [www.chooseMyPlate.gov](http://www.chooseMyPlate.gov)


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- A) Create a title for their food group poster with descriptive adjectives that help convey the key nutrients supplied by the food group. For example, since grains give our bodies energy, a name could be Energizing Grains or Delicious Dairy; color the space on the MyPlate Graphic that signifies their foods group. Have them write the number of servings per day that a student needs of that food group (use the MyPlate recommended servings hand out).
- B) Draw or cut food pictures out of magazines or newspaper ads and label five healthy foods for each food group on the poster. List the portion size for one serving of that food by the picture of the food. For example, for a whole wheat bagel, the portion size would be 1/2 of a bagel. Project the Serving Size is in Your Hands handout onto the board to help them with this task. During the reporting time, the students should demonstrate the serving size for each food using their hands. This activity is important as it helps the children understand how to easily meet the daily recommended number of servings for each food group with foods they enjoy.
- C) Draw or cut out a couple of foods that are in the food group but are meant to be only sometime foods (found in the "Go Easy On" section of the MyPlate recommended servings) they are not as healthy as the other foods. For example, donuts or cookies would be examples in the grain group.
- D) Review the Grown in Montana food list & map.
- E) Ask the students to explore foods and list 3-5 foods in their group that are grown in Montana and have them find the geographic area or counties where they are grown in Montana. Use the Commodity Map for assistance: [http://agr.mt.gov/agr/\\_imageGallery/Images\\_ADD/AgInTheClassroom/commoditymap.png](http://agr.mt.gov/agr/_imageGallery/Images_ADD/AgInTheClassroom/commoditymap.png)
- F) Ask the students to write one or two statements on the poster and how they may include the healthy foods in a meal or snack. For example, a statement may be: George will have a scrambled egg with half of a whole wheat bagel for breakfast on Saturday morning.
4. After the students have had time to create their poster have then take turns reporting to their classmates as a group so that each student in the group reports on A-F questions or tasks. Post the posters in the classroom, hallway or cafeteria to display the children's work.

### Outcome Goals

-  Students will be able to name the food groups that make up MyPlate.
-  Students will be able to name foods (and Montana foods) that are in each group.
-  Students will demonstrate common serving sizes of foods using their hands.
-  Students will set a goal and plan for trying a new fruit or vegetable.

### Extending the Lesson

-  Use the school lunch menu to have students identify the different fruits and vegetables served throughout the month. Point out the different colors of the fruits and vegetables on the menu to stress the concept of eating the rainbow to meet their fruit and vegetable daily needs. Distribute a Steps to a Healthier You work sheet to each student and review the fruits and vegetables on the page. Encourage students to a Food Adventurer. A Food Adventurer is a person who is open to trying new foods because they know the new tastes can be delicious and fun to explore new tastes. Ask the students who enjoy fruits and vegetables to explain how they got to like a variety of them. Ask the students to set the goal of trying one new fruit or vegetable over the course of the next week and have them write a plan to achieve their goal on the work sheet. Review the goals/plans and have the students report back to you on their progress the following week. Consider hosting a tasting party of fruits and vegetables.

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*Acknowledgments/Adapted*

*From*

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